DOCUMENT RESUME

ED 053 514 EC 033 017

TITLE	Diagnostic Teaching: Exceptional Child Bibliography Series.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Feb 71
NOTE	19p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies, *Bibliographies, *Diagnostic Teaching, *Educational Diagnosis, *Exceptional Child Education, Learning Disabilities, Teaching Methods

ABSTRACT

Sixty-six references selected from Exceptional Child Education Abstracts are included in the annotated bibliography on diagnostic teaching, one in a series of over 50 similar listings dealing with handicapped and gifted children. For each entry, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are included. Author and subject indexes are provided. (KW)

EC033017

ED053514

DIAGNOSTIC TEACHING

A Selective Bibliography

February 1971

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The Council for Exceptional Children
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This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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EC 033 017

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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ABSTRACTS

ABSTRACT 10062

EC 01 0062 ED N.A.
Publ. Date 64 162p.
Lambert, Nadine; Grossman, Herbert
Problems in Determining the Etiology of Learning and Behavior Handicaps, Report of a Study.
California State Dept. Of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; educational needs; psychological evaluation; medical evaluation; neurologically handicapped; neurological defecte; clinical diagnosis; educational diagnosis; special programs; case studies (education); achievement gains; program planning; demonstration programs; behavior problems; psychological tests; special classes; group activities; group counseling; medical case histories; pathology; Bender Visual Motor Gestalt Test; Draw a Person Test; DAP; Wechsler Intelligence Scale for Children; WISC

In an attempt to determine whether or not medical factors in the records of emotionally handicapped pupils were of sufficient significance to warrant further identification procedures before providing a specific educational program, a sample of 20 children was studied. The sample included 17 boys and three girls with behavior and learning problems, enrolled in various education programs in grades 1 through 10 in the public schools. All 20 had their case histories taken, were given pediatric and open electroencephalograph examinations, and were evaluated by psychological tests (Wechsler Intelligence Scale for Children, Bender Visual Motor Gestalt, Draw-A-Person). Examinations by one team of physicians did not reveal any clearly defined neurological abnormalities. However, another pair of physicians rated 10 of the 20 medical records as showing evidence of neurological impairment. The two pairs of psychologists likewise differed in their diagnoses. Distinctions of the ratings of the medical and psychological diagnoses were both found to be significantly different (at the .01 level). The educational program conducted for the sample included (1) the special class, with individualized instruction for eight to 12 children, taught by a regular teacher assisted by a mental health specialist and the school guidance and curriculum staff, (2) the learning disabilities group, providing a specialist's instruction in remedial work for two to eight children, (3) the activity group, structured as a club with craft and play sessions, conducted after school for six to eight children, and (4) group counseling for the junior and senior high school students in groups of 10. Reading and achievement scores taken over a 2-year period indicated an average gain for the group as a whole exceeding what would be expected from pupils in regular classes. Conclusions and implications for educational planners were as follow--(1) reliable diagnosis is difficult in all but the most severe cases, (2) with reliable diagnosis, education of these pupils may succeed in classes for children with a variety of behavior and learning problems, (3) a special educational category is not necessary, and (4) programs must be developed in terms of educational needs of children and not on the basis of medical, psychological or sociological diagnoses. Tables include medical and psychological criteria from the two teams of physicians and psychologists. A bibliography cites 24 books, 64 periodicals, and four reports. The appendix presents case studies for each of the 20 children and provides the children's drawings from the Bender Visual Motor Gestalt and Draw-A-Person tests. (JW)

ABSTRACT 10120

EC 01 0120 ED N.A.
Publ. Date 12 Apr 66 30p.
Cameron, Elmer C.
Individualized Diagnostic Course of Study for Trainable Mentally Retarded, Group Diagnostic Profile.
Santa Barbara City Sch., Calif., Spec. Educ. Dept.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; special classes; individualized curriculum; profile evaluation

The course of study for the Santa Barbara City Schools lists specific skills that the trainable mentally retarded should be taught. Skills are grouped within the following categories--self-help, social, motor, academic, vocational, and avocational. Using the forms provided, the teacher can plot group profiles that will indicate which pupils need to be taught certain skills. The checklist can also be used as a progress report to parents and an individual progress report (individual profile). Parental involvement is encouraged for specific skill learning. Suggestions are made for the use of teacher's aides, volunteers, lesson plans, audiovisual materials, and inservice training based on teaching a specific skill. (VO)

ABSTRACT 10134

EC 01 0134 ED 016 347
Publ. Date May 67 182p.
Minskoff, Joseph G.
The Effectiveness of a Specific Program Based on Language Diagnosis in Overcoming Learning Disabilities of Mentally Retarded, Emotionally Disturbed Children.
Yeshiva Univ., New York, N. Y.
Office Of Educ., Washington, D. C.
OEG-1-6-068375-1550
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; cognitive processes; multiply handicapped; learning disabilities; language; children; learning characteristics; language ability; language handicaps; remedial reading; remedial programs; psycholinguistics; speech handicaps; speech therapy

The objectives of this study were to (1) investigate and describe the learning characteristics of a group of mentally retarded, emotionally disturbed children, and (2) test the effectiveness of a pscholinguistic approach to the remediation of learning disabilities by comparing three groups--an experimental remedial treatment group, a comparison remedial treatment group, and a non-treatment group. In the descriptive aspect of the study, 32 educable mentally retarded, emotionally disturbed children (mean chronological age of 12-6, mean mental age of 7-4, and mean IQ of 61) were given a diagnostic battery based on an extended model of psycholinguistic functioning. The group did not evidence an overall deficit in the entire automatic sequential level of psycholinguistic functioning, a deficit which had been posited in other research as typical of the retarded. Emotional disturbance as well as gross heterogeneity in the group's performance were seen as factors precluding obtainment of a single, generalized (i.e. typical) deficit. In the remediation aspect, 15 of these children, matched in triads based on obtained psycholinguistic characteristics, were randomly assigned to three groups. Excluding the non-treatment group, subjects were tutored individually for 30 sessions. All 15 subjects were retested on the 17-test diagnostic battery. The experimental group, receiving remediation based on a learning disability (i.e. psycholinguistic) approach, showed greater gains in disability areas and overall level of psycholinguistic functioning than the other two groups. The non-treatment group showed greater gains than the comparison group which had received traditional remediation. The psycholinguistic approach to remediation of learning disabilities was seen as effective inasmuch as the factor of attention was controlled by inclusion of a comparison treatment group. Fourteen tables and 77 references are included. (AA)

ABSTRACT 10176

EC 01 0176 ED 018 017
Publ. Date 66
Ashlock, Patrick; Stephen, Alberta
Educational Therapy in the Elementary School, an Educational Approach

to the Learning Problems of Children.
EDRS not available

Descriptors: exceptional child education; educational needs; teaching methods; learning disabilities; educational therapy; perceptually handicapped; physically handicapped; language handicapped; academic achievement; personality assessment; intelligence; perceptual motor coordination; behavior change; sensory training; perceptual development; skill development; remedial instruction; program evaluation; educational diagnosis; diagnostic tests; instructional materials

Written chiefly for classroom and special teachers, school supervisors, and psychologists, this handbook presents the principles, methods, and goals of educational therapy. After the questions of what educational therapy is and who needs such therapy are considered, the steps to take in describing learning problems encountered in children are outlined. Diagnostic procedures are suggested for physical problems, perceptual problems, language problems, intellectual functioning, personality development, and academic achievement. a variety of procedures is described for improvement in general physical ability and coordination, sensory and perceptual processes, learning patterns, and emotional and behavioral control. Transfer into remedial instruction in the skill subjects and transition into the subject areas are discussed. Evaluation of educational therapy is also treated. The bibliography includes 154 references. Appendixes contain recommended materials and a list of publishers addresses. This document is available from Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for $6.75. (DF)

ABSTRACT 10240

EC 01 0240 ED 018 023
Publ. Date 67
Cruickshank, William M.
The Brain-Injured Child in Home, School, and Community.
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; minimally brain injured; clinical diagnosis; individual characteristics; behavior; special programs; audiovisual instruction; learning activities; parent role; psychotherapy; educational diagnosis; environmental influences; language development; space orientation; medical treatment; etiology; program evaluation

Written for parents, teachers, and others who work daily with brain injured children, the book includes considerations of the symptoms of brain damage, recommendations for diagnostic procedures and personnel, and descriptions of treatment techniques that have proved effective at home and in the classroom. An introduction to the brain injured child is given, and psychological and learning problems are delineated. All the parts of a complete diagnosis are examined. A special education program is described in terms of stimuli control, adjustment to space, and the role of structure. Appropriate teaching materials, visual motor materials and activities, and steps in the development of abstract concepts are discussed. Cited as important to the overall program are motor training, provision of psychotherapy, and language and communication development. Remarks are made concerning the future and planning for the families of such children. Included for each chapter are selected references of interest to parents, another list of references for teachers, and additional readings. The appendix contains descriptions of national, state, and local organizations concerned with brain injured children. This document is available from the Syracuse University Press, Syracuse, New York, for $6.50. (DF)

ABSTRACT 10266

EC 01 0266 ED 018 038
Publ. Date 67
Young, Milton A.
Teaching Children with Special Learning Needs, a Problem-Solving Approach. John Day Books in Special Education Series.
EDRS not available

Descriptors: exceptional child education; teaching methods; educational needs; program planning; children; diagnostic teaching; individual differences; individual needs; classroom environment; learning difficulties; educational planning; educational problems; psychological evaluation; evaluation techniques; skill development; learning activities; teaching guides; school role; remedial instruction

Addressed to teachers, the book emphasizes the individual differences of children, encourages problem solving or diagnostic teaching, and makes concrete suggestions to teachers of children with learning difficulties. The role of the school in providing for each child's needs is discussed, and suggestions are given for making the classroom a positive environment. Individual evaluation is described as the key to effective planning, and types and techniques of evaluation are presented. Problems encountered in achieving the goals of education and problems that may interfere with learning are considered. Activities and practices to help overcome learning problems are suggested. Six figures are included. A bibliography lists 51 items. This document is available from The John Day Company, 62 West 35th Street, New York, New York 10036, for $4.95. (JA)

ABSTRACT 10315

EC 01 0315 ED N.A.
Publ. Date Dec 65
McWilliams, Betty Jane;
The Language Handicapped Child and Education.
Pittsburgh University, Pa., Department Of Speech
Exceptional Children, Volume 32, 1965.
EDRS not available

Descriptors: exceptional child education; language handicapped; teaching methods; clinical diagnosis; teaching procedures; family relationship; medical case histories; perception; psychological testing; educational diagnosis; retarded speech development

The language handicapped child is discussed and a philosophy for his education presented. The problems of definitive differential diagnosis are considered, and an ongoing diagnostic process is recommended, including the taking of a case history, observing interaction between the child and his family, and testing. Testing of auditory and visual perception is advised as well as psychological, neurological, and psychiatric testing. Clinically oriented teaching, designed to meet the needs of each child, is described. A bibliography lists seven items. This article was published in Exceptional Children, Volume 32, Number 4, pages 221-228, December 1965. (JD)

ABSTRACT 10393

EC 01 0393 ED 013 002
Publ. Date 67
Delacato, Carl H.
The Diagnosis and Treatment of Speech and Reading Problems.
EDRS not available

Descriptors: exceptional child education; learning disabilities; communication (thought transfer); diagnostic tests; clinical diagnosis; neurological organization; neurologically handicapped; speech handicapped; dyslexia; minimally brain injured; neurology; neurological defects; children; adolescents; language handicaps; speech improvement; reading improvement; learning theories; lateral dominance

The basic thesis of the author is that the nervous system of man has evolved from a very simple to a very complex mechanism. Man has achieved cortical dominance wherin one side of the cortex controls the skills which separate man from other animals. This evolutionary process must be recapitulated ontogenetically or mobility and communication difficulties appear. To remedy the situation, those areas of neurological organization that are incomplete or absent must be taught to or imposed on the nervous system through adequate practice at the various levels of cortical development. The author discusses the phylogeny and ontogeny of neurological development. He relates neurological organization to brain injury and presents several diagnostic and treatment procedures for speech and reading problems. A 95-item bibliography is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $6.75. (RS)

ABSTRACT 10396

EC 01 0396 ED 013 520
Publ. Date 25 Mar 65 30p.
Ruvin, Harold; Ezor, Edwin

The Brain-Injured Child. A Summary Report of the Conference on the Child with Learning Disabilities (Jersey City, New Jersey, March 25, 1965).
Jersey City State College, N. J., Spec. Educ. Dept.
New Jersey Parents Assn. Brain Injured Children
EDRS mf,hc

Descriptors: exceptional child education; educational needs; learning disabilities; minimally brain injured; diagnostic teaching; neurologically handicapped; children; identification; educational trends; individual needs; Illinois Test of Psycholinguistic Abilities; Jersey City

The basic viewpoint of this conference is that children with learning disabilities must be evaluated individually according to their specific dysfunctions and placed in educational settings according to their individual needs. In the featured address, New Approaches in Education for the Child With Learning Disabilities, Barbara Bateman described three major types of problems of children with learning disabilities--visual-motor, auditory-vocal, and reading. In these areas, Special Education must teach skills normally learned automatically. Ideally, these children should be identified as early as possible to prevent school failure and other negative experiences. Early detection would enable teachers to take advantage of critical learning periods when certain skills are more efficiently taught than at any other time. While some children with learning disabilities need residential facilities, many do not. Individual needs should be considered. Diagnostic teaching is the recommended method with brain-injured children. This involves locating the learning difficulty and describing the problem behaviorally. Modification of this behavior then takes place. The Illinois Test of Psycholinguistic Abilities is a good diagnostic tool. Several trends in the education of children with learning disabilities are--(1) the creation of group screening tests, (2) increased focus on preventive teaching, (3) more cooperation and communication among various disciplines (although communication between teachers and researchers is lacking), (4) rapid adoption of fads, and (5) research on better questions as more attention is paid to individual needs. A 15-item bibliography is included. (RS)

ABSTRACT 10412

EC 01 0412 ED 013 519
Publ. Date 66
Mecham, Merlin J. And Others
Communication Training in Childhood Brain Damage.
EDRS not available

Descriptors: exceptional child education; language; communication (thought transfer); learning disabilities; physically handicappéd; minimally brain injured; cerebral palsy; speech instruction; language instruction; psychological evaluation; neurologically handicapped; curriculum; preschool programs; children; speech evaluation; speech therapy; behavior; language development; educational therapy; psychological characteristics; perceptual handicaps; learning difficulties; speech handicaps; auditory training; teaching techniqués

Intended as a text source book, or practical reference, the book discusses speech and hearing problems, psychological and linguistic implications, and special education for cerebral palsied and brain damaged children. Number and complexity of speech and hearing problems are emphasized, i. e., neuromuscular involvement, articulation, rhythm, voice and breathing, discrimination, hearing acuity, auditory linguistics, and symbolic problems. Methods of evaluating speech and hearing of brain damaged children are discussed, and the team approach is recommended for gathering psychological, social, and educational information. According to the authors, in shaping speech, hearing, and language behavior, the therapist strives for personal social communication, putting language into life situations. The therapy follows a developmental schedule geared to the child's level. Receptive and expressive language relates to meaningful experiences, rather than sound drills. In summarizing the psychological and linguistic implications of childhood brain damage, the authors list behavioral characteristics and methods of psychological evaluation, and briefly treat emotional factors. Curriculum, grouping, and methods of reporting progress for the preschool level are discussed. General learning problems and problems related to specific educational subject areas, such as reading and arithmetic, are discussed along with suggestions for appropriate teaching techniques. A reference list contains 421 items. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $11.75. (JB)

ABSTRACT 10480

EC 01 0480 ED 014 176
Publ. Date 29 Apr 66 33p.
Barsch, Ray H.; Bryant, N. Dale
The Education of Children with Learning Disabilities (Rutgers, The State University, New Brunswick, New Jersey, April 29, 1966).
Rutgers Univ., New Brunswick, N. J.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; remedial instruction; special classes; dyslexia; psychoeducational processes; children; diagnostic teaching; educational improvement; learning theories; perceptual development; teaching methods; clinical diagnosis; educational programs; classification

Papers by two speakers are presented, together with brief bibliographies (totaling 15 items) of their recent articles. A Perspective on Learning Disabilities and the Concept of Movement Efficiency by Barsch, surveys the problem of classifying children in educational programs and suggests that classes for special learning disabilities be part time units which prepare the children for return to other classes. The child's disability depends on the child, the task, and the learning situation. An experimental classroom in Madison is described. In the Role of the Clinical Educator in the Diagnosis and Treatment of Learning Disorders, Bryant discusses three major areas of knowledge crucial to diagnosis and treatment of learning disabilities--(1) knowing the multitude of component steps necessary for learning any skill, (2) understanding the nature of the disability, and (3) using learning principles to avoid or overcome handicaps by progressing toward each learning goal. The dyslexic child is used as an example of learning disability. Guiding principles include--starting with the most basic element with which the child has trouble, making the steps small enough (90 percent correct responses), and avoiding negative learning and confusion. The child should make noticeable improvement at every lesson. Overlearning and reviews will help keep retention high. This document is available from the New Jersey Association for Brain Injured Children, 61 Lincoln Street, East Orange, New Jersey 07017. (JA)

ABSTRACT 10623

EC 01 0623 ED 024 183
Publ. Date 68 373p.
Hewett, Frank M.
The Emotionally Disturbed Child in the Classroom; A Developmental Strategy for Educating Children with Maladaptive Behavior.
EDRS not available
Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experience; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of task, reward, and structure; and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels. Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a

student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

ABSTRACT 10678

EC 01 0678 ED N.A.
Publ. Date 68 408p.
Bangs, Tina E.
Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; language; learning; curriculum; preschool evaluation; language handicapped; learning disabilities; language development; intelligence; clinical diagnosis; curriculum guides; grouping (instructional purposes); parent participation; child development; retarded speech development; teaching methods; aurally handicapped

Parent goals, language, avenues of learning, assessment, and pre-academic training are discussed; communication, oral language, speech, written language, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy, school policy, and the curriculum guide. A definition of terms, assessment, training, psychological factors, and labels for class placement are given for adapting the pre-academic curriculum guide for children with hearing impairment. A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years and then the beginning, pre-kindergarten, kindergarten, and readiness levels. Appendixes of assessment and training materials and a 123-item bibliography are given. (SN)

ABSTRACT 10690

EC 01 0690 ED N.A.
Publ. Date 67 8p.
Joanne Marie, Sister
Evaluation: A Diagnostic-Remedial Approach.
Cardinal Stritch College, Milwaukee, Wisconsin, Special Education Department
EDRS not available
Special Education; V41 N3 P35-42 1967
Descriptors: exceptional child education; learning disabilities; teaching methods; tests; language development; cognitive processes; reading; reading difficulty; reading diagnosis; diagnostic tests; children; psycholinguistics; educational diagnosis; language tests; Illinois Test of Psycholinguistic Abilities; ITPA

Steps in the diagnostic-remedial process include gathering of data for diagnosis, analyzing of symptoms, and determining of the nature and extent of correlated disabilities. Influential in the diagnostic remedial approach to learning disabilities is the Illinois Test of Psycholinguistic Abilities (ITPA), for children aged 2 1/2 to 9, which has nine subtests assessing specific psycholinguistic areas. Its use as a screening and evaluation instrument and as an aid to remedial programing is demonstrated by the case histories and ITPA profiles of three children. Two questions of technique are raised: whether to teach the child's strengths or his weaknesses and what to teach once the method is determined. A bibliography cites 12 items. (JD)

ABSTRACT 10751

EC 01 0751 ED N.A.
Publ. Date (67) 59p.
Nash, Ralph J.; Pfeffer, Judith
A Guide to a Special Class Program for Children with Learning Disabilities.
Chicago Association For Children With Learning Disabilities, Illinois;
New Jersey Association For Brain Injured Children, East Orange
EDRS not available
Chicago Association For Children With Learning Disabilities, PH Child, Box 4451, Chicago, Illinois 60680.

Descriptors: exceptional child education; learning disabilities; teaching methods; minimally brain injured; individualized instruction; teacher role; clinical diagnosis; visualization; visual discrimination; auditory discrimination; auditory perception; visual perception; kinesthetic perception; motor development; eye hand coordination; arithmetic; reading; handwriting; social studies; sciences; special classes

Guidelines are presented for special classes enrolling children with learning disabilities. Descriptions of the population served, diagnosis, the classroom learning atmosphere, group and individual teaching, handling of the individual child, basic skills to be taught, the teacher's role, and integration of the child's total life experiences are discussed. Also considered are the observation of behavior in order to develop an approach toward remedying the child's disability and readiness at two levels. Activities are suggested for developing visual memory, visual discrimination, auditory memory, auditory discrimination, tactile/kinesthetic perception, motor training, body knowledge, and eye-motor ability. Special exercises are given for developing skills, visual/auditory association, arithmetic, handwriting, social studies, and science. Appendixes include eight anecdotal cases, outline a sample weekly lesson plan, and list instructional materials with publishers and 39 references. (LE)

ABSTRACT 10774

EC 01 0774 ED 024 171
Publ. Date Oct 67 203p.
Special Education Diagnostic and Resource Center Project. ESEA Title III Evaluation Report.
Wichita Unified School District 259, Kansas, Board Of Education
EDRS mf,hc
P-66-1090

Descriptors: exceptional child research; identification; psychotherapy; educational needs; handicapped children; special classes; special services; psychoeducational clinics; medical services; psychological services; educational diagnosis; demonstration projects; demonstration centers; demonstration programs; program evaluation; inservice programs; interdisciplinary approach; questionnaires; Elementary and Secondary Education Act Title III

A Title III project provided a special education diagnostic and resource center designed to meet educational needs of the estimated 3.5% of severely handicapped children not reached in the Greater Wichita area. A staff of three coordinators, two psychologists, two social workers, four subject area consultants, and a peripathologist processed 990 referrals during the year. Staffings were conducted for 115 pupils by the diagnostic teams and 74 were placed in nine special supplementary classes (learning disabilities, hearing handicapped, emotionally disturbed, orthopedically handicapped, and mentally handicapped) at grade levels not served before. Class evaluations indicated successful improvement of students. Contracted medical services were received by 153 pupils, psychological services by 171. Attendance at the 17 inservice education programs for school personnel and parents totaled 1,443. School personnel and the 28 agencies in the area, supplementary class teachers and parents, and a random selection of parents and teachers indicated on questionnaires that they felt the objectives were attained, but some school and agency representatives thought the Center staff was not large enough for the in-depth services attempted for the geographic area. Parents felt adequately involved in their children's educational planning. (SN)

ABSTRACT 10861

EC 01 0861 ED 014 185
Publ. Date 65
Long, Nicholas J., Ed., And Others
Conflict in the Classroom, the Education of Emotionally Disturbed Children.
EDRS not available
Wadsworth Publishing Company, Inc., Belmont, California 94002 ($4.50).

Descriptors: exceptional child education; emotionally disturbed; educational needs; psychotherapy; identification; discipline; behavior problems; children; class management; classroom techniques; clinical diagnosis; educational programs; educational research; educational theories; improvement; learning difficulties; remedial instruction; remedial programs; teaching techniques

Intended for teachers, this collection of 75 readings consists of eight chapters,

each organized as a unit of study discussing a question about the diagnosis, treatment, and education of emotionally disturbed children. The editors' responses to individual articles reflect a psychoeducational approach. The question, how it feels to be emotionally disturbed, is illustrated by 22 excerpts from a variety of fictional works. Other questions to which selected readings respond are How can disturbed children be identified% What kinds of help are appropriate% What kinds of schools and programs are provided% How do you manage these children% How do you teach these children% How do we measure improvement and interpret failure% and How is research helping% The bibliography cites 159 items in addition to references following some individual readings. (MY)

ABSTRACT 10923

EC 01 0923 ED 026 767
Publ. Date 68 166p.
Mallison, Ruth
Education as Therapy; Suggestions for Work with Neurologically Impaired Children.
EDRS not available
Special Child Publications, Seattle, Washington ($3.50).

Descriptors: exceptional child education; learning disabilities; educational therapy; educational diagnosis; neurologically handicapped; behavior; program development; home programs; preschool children; individualized instruction; play therapy; family (sociological unit); parent participation; interpersonal relationship; instructional materials; behavior change

Educational therapy and the procedures for use with neurologically impaired children are discussed. Areas considered are educational evaluation, including information from parents, the actual evaluation, and interpretation of the results; and program planning, including home training of the preschool child and ways in which the child's behavior may be influenced. A discussion of how and when academic work is to be introduced treats the following topics: adapting for a child with a communication disorder, reaching a withdrawn child, and influencing a child's feelings. The role of imaginative drawings and play in educational therapy are described. Related topics mentioned are carry over of therapy to life, implications for older children, interaction with siblings, parents' role in therapy, letter writing, termination of therapy, and definition of educational therapy. A list of 47 selected readings is included. (DF)

ABSTRACT 11002

EC 01 1002 ED N.A.
Publ. Date 66 29p.
Boder, Elena
A Neuropediatric Approach to the Diagnosis and Management of School Behavioral and Learning Disorders.
Southern California University, Los Angeles, School Of Medicine
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 15-44.

Descriptors: exceptional child services; learning disabilities; behavior; identification; neurologically handicapped; clinical diagnosis; medical evaluation; psychological evaluation; dyslexia; hyperactivity; perceptual motor coordination; psychological patterns; evaluation criteria; minimally brain injured; psychoeducational clinics; educational diagnosis; educational coordination; psychotherapy

The diagnostic and therapeutic approach to a behavioral or learning problem described, features a systematic utilization of multidisciplinary school personnel as an integral part of the diagnostic and planning team. The approach is directed toward the diagnosis and management of the three major symptoms of minimal cerebral dysfunction (schematically represented as a minimal cerebral dysfunction triangle): hyperkinetic behavior, specific learning disabilities and motor impairments, and the secondary emotional overlay. Procedures of school team reports, psychological tests battery, neurological exam, additional diagnostic studies, and reports to schools used in the diagnostic evaluation are listed. Diagnostic criteria for minimal cerebral dysfunction including the hyperkinetic behavior syndrome and specific developmental dyslexia (systematically screened for in the neurological exam) are given and diagnostic findings reported. Management essentials presented are communication with key school personnel for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and home management, and psychotropic drug therapy as indicated. A word recognition test and a list of 62 references are included. (TE)

ABSTRACT 11047

EC 01 1047 ED N.A.
Publ. Date 66 423p.
Hellmuth, Jerome, Ed.
Learning Disorders, Volume 2.
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.

Descriptors: exceptional child education; learning disabilities; perceptual motor coordination; teaching methods; learning characteristics; emotionally disturbed; neurologically handicapped; medical treatment; team teaching; clinical diagnosis; psychoeducational clinics; family relationship; self concept; perception; neurological organization; vision; educational therapy; human posture; child development; services; behavior modification; dyslexia

Thirteen papers consider learning disorders. Aspects treated include a neuropediatric approach to the diagnosis and management of school behavioral and learning disorders; neurological organization as the basis for learning; physiologic considerations and the tactual mode in learning; developmental influences on the emergence and amelioration of learning disorders; and body image as related to perceptual-cognitive-motor disabilities. Also discussed are the family relationships of latency-age boys with emotionally based learning inhibitions; the relationship of human frontal lobe function and learning disorders and its implications; the lack of the clinical educator as clinic inadequacy in treating learning disorders; intellectual characteristics of severely retarded readers and implications for teaching techniques; observations on children with severe reading problems; medical treatment of behavior disorders; prescriptive team teaching for adolescent handicapped students within a public school; and a preliminary report on a study of eye preference, certain body mechanics, and visual problems. (TE)

ABSTRACT 11156

EC 01 1156 ED N.A.
Publ. Date 67 22p.
Frostig, Marianne
The Relationship of Diagnosis to Remediation in Learning Problems.
Southern California University, Los Angeles
Rosenburg Foundation, San Francisco, California
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 45-66.

Descriptors: exceptional child education; learning disabilities; identification; perception; tests; perceptually handicapped; visual perception; auditory perception; language; cognitive processes; clinical diagnosis; remedial programs; perceptual motor coordination; teaching methods; intelligence; Frostig Developmental Test of Visual Perception; Illinois Test of Psycholinguistic Abilities; (ITPA); Wechsler Intelligence Scale for Children

The diagnosis and remediation of learning problems are considered in the areas of sensory-motor ability, auditory perception, visual perception, language, and thought processes. The use of the following tests for evaluation is discussed: Wepman Test of Auditory Discrimination, Frostig Developmental Test of Visual Perception, Illinois Test of Psycholinguistic Abilities, Wechsler Intelligence Scale for Children, and several sensory-motor tests. Training programs for remediation of each area are outlined, and emotional and social development is treated. A table compares factors of the structure of the intellect at chronological age 6 with the abilities tapped by the Illinois, Frostig, and Wechsler tests. A

bibliography cites 35 entries. Appendixes describe the Frostig and the Illinois tests by providing examples and explaining functions covered by the tests and training procedures which follow. Factors in human movement and physical education programs (with six references cited) as well as basic results on four tests are tabularly arranged. (DF)

ABSTRACT 11199

EC 01 1199 ED 027 691
Publ. Date 31 Mar 69 219p.
Rappaport, Sheldon R.
Public Education for Children with Brain Dysfunction.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.50).

Descriptors: exceptional child education; learning disabilities; educational programs; teaching methods; behavior change; school community cooperation; administrative policy; parent attitudes; parent counseling; child development; diagnostic teaching; equipment; classroom design; readiness; sensory integration; instructional materials; behavior problems; psychotherapy; teacher role; program planning

A foreword by William M. Cruickshank introduces a book designed to provide information on the problems of children with brain dysfunction and to furnish guidelines to habilitation. Subjects discussed are the status of education for these children, preparing the community for a school program, selection of school and preparation of the principal, teachers, and parents, and a conceptual model including child development as a framework for assessment and education. Recommendations of D.B. Harmon on environmental design, an example of educational programing, and tasks for the development of readiness are presented. Color, form, and utilization of instructional materials are described; also described are psychotherapy and the role of the teacher in behavior management, parent counseling, and the need for effective habilitation. A glossary of terms is included. (RP)

ABSTRACT 11202

EC 01 1202 ED N.A.
Publ. Date Apr 66 7p.
Quay, Herbert C. And Others
Remediation of the Conduct Problem Child in the Special Class Setting.
EDRS not available
Exceptional Children; V32 N8 P509-15 Apr 1966

Descriptors: exceptional child education; behavior; emotionally disturbed; teaching methods; educational needs; special classes; problem children; behavior change; remedial instruction; individual characteristics; teaching techniques; behavior problems; socially deviant behavior; aggression; anti social behavior; reinforcement; public schools; skill development; professional personnel

The principles and assumptions described are those which underlie an experimental special class for conduct problem children which has been developed cooperatively by an interdisciplinary University of Illinois research center and the Urbana Public Schools. A conceptualization of the nature of the children's behavior disorders is offered, and some principles of behavior modification and remediation of academic deficiencies are discussed. Some particular characteristics of the conduct problem child relevant to the education process are outlined. Empirical attempts at training visual orientation to the teacher in a group setting, individualized remediation of retardation in basic academic skills, and teaching social skills are described. Also considered are factors relevant to remediational efforts within the public school setting, including the problem of group versus individual techniques, the role of mental health professionals, the place of other than classroom treatment, the goals of the special class, and the utilization in the regular class of techniques developed in the special class. A bibliography lists 17 items. (JW)

ABSTRACT 11482

EC 01 1482 ED N.A.
Publ. Date 67 20p.
Frostig, Marianne
Testing as a Basis for Educational Therapy.
EDRS not available
Journal Of Special Education; V2 N1 P15-34 Fal 1967

Descriptors: exceptional child education; visual perception; testing; perception tests; psycholinguistics; auditory discrimination; intelligence tests; student evaluation; learning disabilities; Illinois Test of Psycholinguistic Abilities; Wechsler Intelligence Scale for Children; Frostig Developmental Test of Visual Perception; Wepman Test of Auditory Discrimination

The clinical approach to education is discussed and the basic test battery used at the Marianne Frostig Center for children with learning disabilities is presented. Use of the battery (which includes the Frostig and Wepman tests, the Illinois Test of Psycholinguistic Abilities, and the Wechsler Intelligence Scale for Children) is described in terms of interpreting relationships among test scores and determining educational procedures from the results. The tests are summarized, and the abilities they tap are compared with factors of the structure of the intellect at age 6. Descriptive data are provided on difficulties assessed by initial test scores of 78 children referred to the Center for learning difficulties. (LE)

ABSTRACT 11594

EC 01 1594 ED 021 948
Publ. Date Dec 67 164p.
Hodges, Walter L. And Others
The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report.
Indiana University, Bloomington, School Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-24-0210-1011
BR-5-0350

Descriptors: exceptional child research; disadvantaged youth; preschool children; adjustment (to environment); achievement; mentally handicapped; language development; motor development; social development; intellectual development; educable mentally handicapped; slow learners; culturally disadvantaged; preschool programs; kindergarten children; educational diagnosis; curriculum; curriculum development; curriculum evaluation; cognitive processes; psychological patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change; that is, if children made gains on items related to memory, vocabulary, and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning. (Author/JD)

ABSTRACT 11715

EC 01 1715 ED N.A.
Publ. Date Nov 66 4p.
Postlethwait, S. N.
A Multi-Faceted Approach to Teaching.
EDRS not available
American Annals Of The Deaf; V111 N5 P657-60 Nov 1966

Descriptors: exceptional child education; teaching methods; curriculum; aurally handicapped; sciences; college science; plant science; science instruction; botany; autoinstructional methods; individual instruction; college freshmen; audiovisual aids

An audio-tutorial approach to botany which could be adapted for use with handicapped persons is described. The course involves three study sessions, two of which are scheduled. The sessions include a General Assembly Session (GAS), an Integrated Quiz Session (IQS), and an Independent Study Session (ISS). The GAS is under the supervision of the senior course instructor, meets for 1 hour a week, and consists of lectures. The IQS involves eight students on a scheduled basis for a 30-minute quiz period. The ISS is unscheduled, conducted in a learning center, and involves the use of booths. Each booth contains a tape player, a movie projector, specimens, microscope, slides, experimental equipment, and other materials needed for the weekly lesson. Results indicate an improvement in performance of persons taking the course using this approach. The utilization of this technique with the deaf and hard of hearing, use of audiotape to amplify material, the exploitation by the ISS of all sense modalities, and the ability of the teacher to structure such activities as repetition, association, and concentration are considered. Additional features mentioned are a one-to-one student-teacher ratio and individualized instruction in which the student progresses in small logical sequential learning steps. (EB)

ABSTRACT 11870

EC 01 1870 ED N.A.
Publ. Date 64 258p.
Roswell, Florence; Natchez, Gladys
Reading Disability; Diagnosis and Treatment.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York 10016 ($5.50).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; dyslexia; reading instruction; reading improvement; instructional materials; reading materials; reading comprehension; reading skills; word recognition; vocabulary development; remedial reading; psychotherapy; case studies (education); educational diagnosis; etiology; identification; underachievers

The causes, diagnosis, and treatment of reading disability are examined; the nature of reading disability is defined; and the diverse characteristics of students with reading disability are considered. A multidisciplinary approach to treatment is advanced, and the varied causes and their interfunctioning are analyzed. Diagnosis is approached from two angles: the contributions and means of investigation of both the teacher and the psychologist. Aspects of treatment described include psychotherapeutic principles as applied to remedial reading instruction, the major methods of teaching word recognition, and the application of its techniques within a group or individual setting. Basic components and remedial methods connected with developing comprehension, study skills, and vocabulary are also explained. The scope of the discussion is extended by applying principles to pupils of widely differing ages and stages of achievement and describing remedial techniques for older pupils with severe reading disability as well as methods for helping the bright high school student who is not achieving up to capacity. Case histories illustrating various facets of the problem are presented. The appendixes offer representative tests; listings of selected books by grade level; descriptions of games, devices, and workbooks; and word lists. (JM)

ABSTRACT 11939

EC 01 1939 ED N.A.
Publ. Date 67 5p.
A Very Special Kind of School.
Rochester University, New York
EDRS not available
Rochester Review; V30 N1 P15-9 Fal 1967

Descriptors: exceptional child education; preschool children; preschool education; teaching methods; reinforcement; individual instruction; operant conditioning; verbal development; instructional innovation; motivation; verbal communication

The preschool language program described is based upon individual instruction and upon the use of stimulus and reward. The private lessons are supplemented and reinforced by group activities. Special teaching and reward devices are utilized; verbal skills are measured by tape recordings rather than by conventional tests. Initial results are judged encouraging. (LE)

ABSTRACT 11953

EC 01 1953 ED N.A.
Publ. Date 56 184p.
Grossman, Herbert
Teaching the Emotionally Disturbed; A Casebook.
EDRS not available
Holt, Rhinehart, And Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; emotionally disturbed; teaching methods; diagnostic teaching; behavior; case studies (education); psychoeducational processes; psychology; behavior theories; behavior change; student evaluation; interdisciplinary approach; student teacher relationship; educational diagnosis; secondary school students; elementary school students; institutionalized (persons)

A psychological approach is used to determine approriate techniques for educating the emotionally disturbed child. Three case studies are reported and the use of social histories, psychological reports, school reports, and other such material to determine educational approach is explained. Additional topics covered are the dimensions along which disturbed students differ, the possible contributions of the interdisciplinary team, the establishment of a beneficial teacher-pupil relationship, guidelines for selecting teaching techniques, and problems confronting the educator. A case study is introduced for the reader to interpret, and relevant questions for thought and discussion are supplied. (IM)

ABSTRACT 11979

EC 01 1979 ED 031 012
Publ. Date 10 Oct 68 19p.
Gold, Lawrence
Approach to Diagnosis and Treatment of Pupils with Developmental Dyslexia.
Learning Center, Binghamton, New York;
Broome County School District, New York;
Tioga County School District, New York
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
Paper Presented At Annual Conference Of School Psychologists Of Upper New York State (Binghamton, New York, October 10, 1968).

Descriptors: exceptional child education; learning disabilities; identification; dyslexia; teaching methods; program planning; clinical diagnosis; tutoring; student characteristics; interdisciplinary approach; individual instruction; language skills; reading centers; reading difficulty; supplementary educational centers; remedial reading programs; tutorial programs; program evaluation

A history of the growing interest and knowledge concerning dyslexia is provided to clarify theoretical models, while the operational model is described in terms of admission criteria, instruction, diagnostic and evaluative techniques, role of interdisciplinary staff, and pupil characteristics. Methods, materials, and approach of the instructional program, and instruments used for program evaluation are presented. (RD)

ABSTRACT 11984

EC 01 1984 ED N.A.
Publ. Date 24 Dec 68 296p.
Dechant, Emerald
Diagnosis and Remediation of Reading Disability.
EDRS not available
Parker Publishing Company, Inc., Village Square Building, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials: dyslexia; reading difficulty; testing; remedial reading, clinical diagnosis; instructional materials; identification; prevention; remedial reading programs; reading instruction; program planning; individualized instruction

Intended for the classroom teacher, the text presents methods for preventing, diagnosing, and remediating reading problems. Areas considered include identification of the difficulty, diagnostic testing, investigation of causes, and organization and implementation of remediation. A survey of reading methods is

provided, along with a discussion of meeting the individual needs of children whose reading problems are compounded by other handicapping conditions. Various remedial procedures are described; guidelines are offered and materials listed in the areas of skill improvement materials, audiovisual materials, mechanical devices, and professional books. Information is appended regarding the following: tests of intelligence and reading readiness as well as reading survey, diagnostic reading, and oral reading tests; the role of the reading specialist; and 43 test and 231 book publishers. (LE)

ABSTRACT 12013

EC 01 2013 ED N.A.
Publ. Date Jan 68 3p.
Doob, Dorothy
An Intensive Speech and Language Program In the Rehabilitation Process of Multihandicapped Children.
EDRS not available
Rehabilitation Literature; V29 N1 P8-10 Jan 1968

Descriptors: exceptional child research; speech handicapped; language handicapped; multiply handicapped; speech therapy; professional education; demonstration programs; program evaluation; summer programs; clinical diagnosis

Forty children were selected from among children aged 7 to 15 years with aphasia, hearing loss, cerebral palsy, brain damage, mental retardation, and problems of articulation and foreign accent. All were scheduled for two 1/2-hour therapy sessions and one 40-minute session daily for 6 weeks. Demonstrations of evaluation and therapy procedures were presented to an audience including teachers of special education courses, the school staff, graduate students and interns, and guests. A dail seminar included presentation and discussion of tests, reports on recent publications, films, guest lectures, instruction in examination of the peripheral speech organs, analysis of a taped parent interview, and evaluation of thrapy techniques and patient rapport. In all, 357 therapy sessions were given by the 10 graduate students. All children were reported to have made reasonably good progress. Fourteen parents were personally interviewed while the remainder were contacted by phone. Two kinescopes were completed demonstrating diagnostic techniques and speech and language therapy. It was recommended that the program be continued. (EB)

ABSTRACT 20122

EC 02 0122 ED N.A.
Publ. Date Sep 65 6p.
Cohen, Rosalyn S.
Therapeutic Education and Day Treatment: A New Professional Liaison.
EDRS not available
Exceptional Children; V32 N1 Pl3-8 Sept 1965

Descriptors: exceptional child education; emotionally disturbed; program planning; behavior patterns; behavior problems; psychoeducational clinics; class activities; teachers; teacher qualifications; parents; psychologists; psychiatrists; social workers; primary education; educational therapy; Childrens Day Treatment Center and School; New York City; New York

A therapeutic program which applies clinical principles to the education of emotionally disturbed children is described. Aspects considered include the questions discussed by the staff as they planned the program, the development of the school from five to 24 children and from one to six teachers, present structure and grouping into a beginning, middle, and graduating class (equivalent to regular grades 1, 2, and 3), and the activities of those classes. Factors in teacher selection and the role of team spirit and collaboration are analyzed; the treatment plan involving the teacher, the psychiatrist, the parents, social workers, and a psychologist is described; and the carrying out of the treatment plan in the classroom is detailed in terms of the behavioral manifestations of emotionally disturbed children and the techniques of dealing with them. (JD)

ABSTRACT 20165

EC 02 0165 ED 031 834
Publ. Date 69 244p.
Valett, Robert E.
Programming Learning Disabilities.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Descriptors: exceptional child education; learning disabilities; program planning; psychoeducational processes; evaluation methods; psychological evaluation; diagnostic teaching; reinforcement; sensory integration;perceptual motor coordination; administrative policy; identification; records (forms); teching methods; instructional materials; class organization; classroom design; ancillary services; clinical diagnosis

Written primarily for use by persons concerned with the establishment and operation of learnin disability programs, the text presents a rationale for programing, definitions, examples, and educational rationales for basic learning abilities, and a model school district policy statement. Preliminary screening, psychological evaluation, a developmental task approach to education, the diagnostic-prescriptive teacher, and the development of sensory-motor and perceptual skills are discussed. Suggestions are made for prescriptive programing and program organization; the rationale and methods for behavior modification and supporting programs and services are considered. Sample letters, forms, and records, behavior rating scales, evaluation sheets, schedules, lists of equipment and supplies, and lesson plans are provided. (RJ)

ABSTRACT 20240

EC 02 0240 ED N.A.
Publ. Date Apr 69 310p.
Strang, Ruth
Diagnostic Teaching of Reading.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; reading; teaching methods; reading diagnosis; remedial reading; reading tests; interviews; case studies (education); reading instruction; diagnostic tests; classroom observation techniques; reading skills; diagnostic teaching; evaluation methods; learning disabilities; teacher role; oral reading; reading interests; dyslexia

Designed for a first course in the diagnosis of reading difficulties or for a major part of a comprehensive course in the teaching of reading, the text clarifies diagnostic theory, develops aplications, and suggests specific ways to carry out the procedures described. Specific examples and cases illustrate the use of various diagnostic and remedial procedures at both elementary and secondary school levels. Excerpts from recorded interviews form the basis of a study of interview techniques. Discussions of group methods include the role of the teacher in diagnosis, observation in the classroom, oral reading as a diagnostic technique, introspective-retrospective reports, ascertaining interests, and the contribution of tests. Individual methods featured are physical factors in reading diagnosis, reading tests administered individually, indicators of reading potential, interview techniques, projective methods, and interpretation, synthesis, and treatment. Each chapter includes references and suggested readings. (LE)

ASTRACT 20249

EC 02 0249 ED N.A.
Publ. Date Jan 67 564p.
Bond, Guy L.; Tinker, Miles A.
Reading Difficulties: Their Diagnosis and Correction.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($7.50).

Descriptors: exceptional child education; reading; reading instruction; reading diagnosis; remedial instruction; learning disabilities; dyslexia; individual differences; teaching methods; individualized instruction; etiology; physical fitness; adjustment (to environment); diagnostic tests; reading tests; word recognition; reading comprehension; reading speed; case studies (education); reading difficulties

The principles of reading instruction and the nature and causes of reading difficulties are discussed, and the diagnosis of reading difficulties is described in terms of general principles, analysis, and specific approaches. Remedial treatment techniques considered are basic principles, development of comprehension abilities, correcting word-recognition difficulties, treating orientation problems, overcoming specific defects, and improving reading for content and comprehension. Also treated are special

reading problems. Appendixes list reading tests, teaching and remedial reading resources, monographs, pamphlets, conference reports, selected sources of graded book lists, sources of materials, and bibliographies of literature. (KN)

ABSTRACT 20356

EC 02 0356 ED N.A.
Publ. Date Jun 67 3p.
Eastburn, Marian; Shoemaker, Jolee
The Role of the Diagnostic Teacher.
California Federation, Council For Exceptional Children, Santa Ana
EDRS not available
Journal; V16 N3 P9-11 Jun 1967

Descriptors: exceptional child education; learning difficulties; teaching methods; personnel; tests; identification; diagnostic teaching; teacher role; clinical diagnosis; handicapped children; diagnostic tests; evaluation methods; observation; teacher qualifications

The role of the diagnostic teacher in determining the exact learning difficulties of children who have been tentatively diagnosed by an intradisciplinary team is discussed. The teacher's responsibilities are identified as appraisal of pupil progress, identification of factors interfering in the teaching-learning situation, and adjustment of aspects of the situation to assure growth. A review follows of the use of psychometric tests and clinical judgments and of the recommendations made by Tina E. Bangs and by Brueckner and Melby for diagnostic and therapeutic procedures. Training in psychology and language development and additional qualifications for the diagnostic teacher are stated. Steps in identification are summarized as is the establishment of educational objectives, appraisal of the child's achievements, the awareness of unfavorable growth factors, a survey of factors needing investigation, testing and analysis, planned improvement measures, and determination of the validity of the diagnosis and effectiveness of the corrective measures taken. (JA)

ABSTRACT 20407

EC 02 0407 ED N.A.
Publ. Date Apr 67 260p.
Wilson, Robert M.
Diagnostic and Remedial Reading for Classroom and Clinic.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($5.95).

Descriptors: exceptional child education; teaching methods; reading; identification; student characteristics; educational diagnosis; clinical diagnosis; remedial reading; reading comprehension; vocabulary; parent role; special programs; instructional materials; specialists; dyslexia; teacher role; testing; administrator responsibility; learning disabilities

Providing a communication link between the classroom teacher and the reading therapist, the text provides guidelines and specific, tested methods which will give success and satisfaction to the problem reader. Chapters deal with the following topics: characteristic traits and reactions of problem readers; basic, noneducational, and educational diagnosis; principles of remediation and remedial techniques for orientation, vocabulary, and comprehension difficulties; evaluation in remedial reading; parents' role in diagnosis, remediation, and prevention; and professional responsibilities and programs. Suggested readings are listed at the close of each chapter. Appended charts describe 38 diagnostic instruments and 59 remedial materials and provide addresses of publishers of instructional materials. (JD)

ABSTRACT 20429

EC 02 0429 ED N.A.
Publ. Date 69 226p.
Smith, Robert M., Ed.
Teacher Diagnosis of Educational Difficulties. Merrill's International Education Series.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning difficulties; teaching methods; educational diagnosis; identification; student evaluation; informal reading inventory; reading; spelling; writing; arithmetic; speech; language skills; perceptual motor coordination; sociometric techniques; diagnostic teaching; individual development; intelligence; classroom techniques

Methods are presented in seven chapters by specialists in early academic and personal development for individual diagnosis and remedial procedures with the emphasis on informal diagnostic methods which the teacher can use in the classroom every day. Included are discussions of the fundamentals of informal educational assessment, the educational irrelevance of intelligence, and perceptual motor skills. Techniques are provided for analyzing performance in reading skills, written expression and spelling, speech and language disorders, arithmetic skills, and personal-emotional-social skills. A recapitulation is presented and each chapter includes references. (LE)

ABSTRACT 20529

EC 02 0529 ED N.A.
Publ. Date 67 8p.
Bateman, Barbara
Three Approaches to Diagnosis and Educational Planning for Children with Learning Disabilities.
EDRS not available
Academic Therapy Quarterly; V2 N4 P215-22 Sum 1967

Descriptors: exceptional child education; learning disabilities; psychoeducational processes; educational diagnosis; educational planning; evaluation methods

Emphasis is placed on the use of three approaches to the educational diagnosis and remediation of learning disorders: the etiological, the diagnostic-remedial, and the task analysis. The techniques of each method are described indicating the approach and emphasis used. (JM)

ABSTRACT 20694

EC 02 0694 ED N.A.
Publ. Date Oct 69 6p.
Jones, Joyce
Dyslexia: Identification and Remediation in a Public School Setting.
EDRS not available
Journal Of Learning Disabilities; V2 N10 P533-8 Oct 1969

Descriptors: exceptional child research; dyslexia; remedial programs; individualized instruction; reading improvement; nonprofessional personnel; testing; reading achievement; learning disabilities

A Title III grant made possible a 3-year experimental program to determine if children with the specific reading disability, dyslexia, could be remediated by the use of a structural-linguistic procedure taught through a multisensory approach. This remedial procedure was taught on a one-to-one basis of instruction through the use of para-educational personnel under close supervision in a regular public school setting. During the years of the program 78 students attended the full day Perceptual Development Center Program and 545 students participated in an hour-a-day reading program. Test-retest data revealed that students receiving this specialized training improved in reading skills and retained this gain or further improved after dismissal from the program. (Author)

ABSTRACT 20702

EC 02 0702 ED N.A.
Publ. Date Apr 65 5p.
Wiseman, Douglas E.
A Classroom Procedure for Identifying and Remediating Language Problems.
EDRS not available
Mental Retardation; V3 N2 P20-4 Apr 1965

Descriptors: exceptional child education; psycholinguistics; language handicaps; educational diagnosis; student evaluation; expressive language; receptive language; memory; evaluation techniques; mentally handicapped; Illinois Test of Psycholinguistic Abilities

Procedures are introduced which may be used by teachers of the educable retarded as a basis for identifying and remediating areas of language disability. The ITPA is considered as a diagnostic device. Language activities are listed according to the language process involved: understanding or decoding, association of ideas, expression or encoding, automatic or closure processes, and memory. (RJ)

ABSTRACT 20707

EC 02 0707 ED N.A.
Publ. Date 65 246p.
Peter, Lawrence J.
Prescriptive Teaching.
EDRS not available

Mcgraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; learning disabilities; emotionally disturbed; handicapped children; educational diagnosis; individualized programs; therapeutic environment; interdisciplinary approach; school personnel; individual development; learning theories; teaching methods; diagnostic teaching; educational strategies

The book provides a methodology for dealing with a wide range of problems in the regular classroom or in special education. Ways to convert diagnostic findings into classroom procedures are explained in an informative manner to readers who are not specialists in psychology. Content includes discussions on the following: an introduction with a definition, use of diagnostic resources, principles of guidance, and an overview of the prescriptive teaching method; the development of the principle of structure in the learning process; methods for diagnosis; ways to translate diagnostic findings; a discussion on the education of the exceptional child; three examples of teaching prescriptions; means of communication; a discussion on the teacher and the teaching process; a chapter on the followup method for instruction improvement; and conclusions. (WW)

ABSTRACT 20721

EC 02 0721 ED N.A.
Publ. Date 68 99p.
Arena, John I., Ed.
Building Spelling Skills in Dyslexic Children.
EDRS not available
Academic Therapy Publications, 1539 4th Street, San Raphael, California 94901 ($2.95).

Descriptors: exceptional child education; learning disabilities; spelling instruction; dyslexia; teaching methods; parent teacher conferences; visual discrimination; sensory training; diagnostic teaching; remedial instruction; visual perception; educational games; lingusitics; kinesthetic perception; handwriting; phonics; phonemes; initial teaching alphabet

Remedial approaches to spelling deficiencies specifically geared for the learning disabled are presented both in new articles and from some of the best articles of the Fall 1967 issue of Academic Therapy Quarterly. They were compiled with emphasis on creative methods and materials which utilize sensory modalities. Two unusual methods (writing, self-dictating method centered around a tape recorder and a non-visual technique involving sensory tracing) are explained. Other articles deal with discussions on spelling tests with suggestions for specific tests to use in a formal diagnostic evaluation, a technique for developing form constancy with suggestions for classroom games, characteristics and needs of a learning disabled child, a suggestion for an intermediate stage between motor-perceptual-visualization training and spelling competency, and criteria to be applied in judging improvement in spelling. A technique to determine auditory abilities as a method to develop visual-aural competencies, a discussion on the theory and practices of the i.t.a. and spelling, suggestions for diagnosis and remediation of spelling disabilities, and a technique which utilizes the sensory approach to spelling are detailed. Other articles present a discussion of the visual skill of spelling, a method for teaching spelling in a splash of color, an integrational approach to spelling, suggestions for nonconventional ways of administering and scoring spelling tests, a definition of the linguistic approach, a device to help teach memory for design, shapes and forms, a discussion of developmental teaching, suggestions for associative memory for spelling, remediation techniques for individual letter reversal reductions, a discussion of a technique of using three-dimensional texture for letter acquisition, ideas on auditory fusion and word forms as spelling techniques, and suggestions for time charts for poor spellers. Interspersed with the main articles are short creative ideas for possible classroom implementation. (WW)

ABSTRACT 20735

EC 02 0735 ED N.A.
Publ. Date Dec 69 8p.
Lazar, Alfred L.
The SOME System Approach: A Paradigm for Educational Instruction and Remediation by the Special Class Teacher.
EDRS not available
Focus On Exceptional Children; V1 N7 P1-8 Dec 1969

Descriptors: exceptional child education; instructional programs; educational diagnosis; educational objectives; systems approach; evaluation criteria; task analysis; multimedia instruction; teaching models; mentally handicapped; curriculum development; teacher role

An approach for educational instruction and remediation by the special class teacher is given as an alternative to the fractional approach. A brief review of several writers on the subject of curriculum development evaluates the need for systematic and appropriate methods for assessing academic growth. The SOME System Teaching Model offers a consistent approach to identifying sequenced tasks to be achieved in behavioral terms so they can be evaluated. A schematic model of this approach shows that it is comprised of four major sequenced components which use a feedback loop. These components (survey of variables, objectives, multi-media program variables, and evaluation) require that the special class teacher instigate task analysis methods for instruction. An explanation of the components and how they facilitate educational instruction as well as a list of 8 factors which need to be considered, help to explain a unified systems approach in which the teacher becomes the focus of control in the learning situation. (WW)

ABSTRACT 20764

EC 02 0764 ED N.A.
Publ. Date 68 125p.
Rosenberg, Marshall B.
Diagnostic Teaching.
EDRS not available
Special Child Publications, 4535 Union Bay Place, N. E., Seattle, Washington 98105.

Descriptors: exceptional child education; educational needs; diagnostic teaching; teaching methods; learning characteristics; attention span; psychomotor skills; individual differences; individual characteristics; effective teaching; learning processes; visual perception; auditory perception; concept formation; student teacher relationship; classroom communication; teacher attitudes

Diagnostic teaching is defined and individual differences in learning styles and in specific learning skills are delineated, including inhibited, undisciplined, anxious, and creative styles, and attention, motor, visual, auditory, conceptual, and automatic skills. Classroom methods for assessment of individual differences are outlined, and ways of harmonizing the curriculum with individual differences are suggested. There are 80 references and author and subject indexes. (LE)

ABSTRACT 20831

EC 02 0831 ED 032 698
Publ. Date 69 81p.
Smith, Carl B. And Others
Treating Reading Disabilities: The Specialist's Role.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; reading; remedial reading; reading difficulty; educational diagnosis; testing; reading tests; instructional materials; remedial teachers; tutoring; reading programs; personnel needs; classrooms; student evaluation; inservice teacher education; individualized instruction
One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities. Levels of diagnosis, types of tests, environmental factors, and the use of tests are discussed. Also discussed are the following: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, reteaching reading, a saturation program, junior high classes, working with parents, and full use of equipment; and the establishment of a remedial program, the extent of need, the establishment of objectives, personnel needs, the creation of facilities, purchase of material, schedules of treatment, regular evaluation, reports of results, and inservice programs. Appendixes include

diagnostic and correctional procedures for specific reading skills and methods for individualizing instruction. (WW)

ABSTRACT 21208

EC 02 1208 ED N.A.
Publ. Date 70 120p.
Scagliotta, Edward G.
Initial Learning Assessment.
EDRS not available
Academic Therapy Publications, 1539 Fourth Street, San Raphael, California 94901.

Descriptors: exceptional child education; learning difficulties; educational diagnosis; evaluation techniques; diagnostic tests; academic achievement; behavior patterns; concept formation; symbolic learning; perceptual motor coordination; perception tests; Initial Learning Assessment

The essentials and methods for assessing learning and ability in order to design individual educational programs are described. Each area presents generalizations for the studied deficit assessment procedures and observations, and the edification and cognition of each category. Skills tested are the following: peripheral modalities, concept formation, symbolic development, the perceptual motor functions, behavioral and emotional characteristics, and academic achievement. Also included are five case studies of the learning assessment and extensive appendixes illustrating additional aids and suggestions for preparing the initial learning assessment (JM)

ABSTRACT 21362

EC 02 1362 ED N.A.
Publ. Date Mar 70 6p.
Anderson, Robert P.
A Neuropsychogenic Perspective on Remediation of Learning Disabilities.
EDRS not available
Journal Of Learning Disabilities; V3 N3 P143-8 Mar 1970

Descriptors: learning disabilities; neurology; psychology; program descriptions; self concept; psychotherapy; personality problems; language development; after school programs; educational therapy

A perspective on learning disabilities which takes into account both neurologic and psychogenic factors is considered. A specific program is described to illustrate how a curriculum may be based on the neuropsychogenic model. The program provides the child with training for language-perceptual deficits as well as concurrent psychotherapeutic experiences to help him cope with negative, self-defeating attitudes. (Author)

ABSTRACT 21552

EC 02 1552 ED N.A.
Publ. Date Feb 70 9p.
Ensminger, E. Eugene
A Proposed Model for Selecting, Modifying, or Developing Instructional Materials for Handicapped Children.
EDRS not available
Focus On Exceptional Children; V1 N9 P1-9 Feb 1970

Descriptors: exceptional child education; instructional materials; models; material development; learning disabilities; diagnostic tests; educational diagnosis; perceptual development; motor development; language development; symbolic learning; learning

A system to enable teachers to analyze instructional materials and to modify and develop materials for children with learning disabilities is presented. The development of the Instructional Materials Center Network for Handicapped Children and Youth and emphasis upon diagnostic testing are discussed as significant contributions to exceptional child education. The Instructional Model which is presented suggests a conceptual framework for evaluation of needed instructional experiences and includes a learning component (motor learning, perceptual learning, language learning, symbolic learning) and a component of input-output systems of receiving and expressing information at each learning stage. (MS)

ABSTRACT 21750

EC 02 1750 ED 035 129
Publ. Date 68 104p.
McLeod, Pierce H.
The Undeveloped Learner; A Developmental-Corrective Reading Program for Classroom Teachers.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; learning disabilities; interpretation; educational needs; inservice teacher education; identification; teaching methods; student evaluation; test records (forms); auditory training; perceptual motor learning; perceptual motor coordination; remedial reading; educational diagnosis

A program for undeveloped learners is described and includes instructional models and testing methods for discovering these children. The instructional needs of the undeveloped learner and some methods of meeting those needs are discussed; those mentioned are auditory and visual-motor learning, auditory skill development activity, motor, occular-motor, and visual motor patterning, developing word recognition skills, and developing visual skill activities. The instructional methods, materials, and organization, program evaluation, and teacher inservice education are considered. The teacher's handbook concerning plastic overlays, motor patterning, posture, eye movement, listening post, handwriting, reversals, visual teaching, vocabulary development, rote phonics, models for tracing (V.A.K.T.), word study, word learning, Tachist-O-Flasher, word file, structural analysis, directed reading, and oral reading is provided. (JM)

ABSTRACT 21815

EC 02 1815 ED N.A.
Publ. Date Apr 70 8p.
Sabatino, David A.; Hayden, David L.
Prescriptive Teaching in a Summer Learning Disabilities Program.
EDRS not available
Journal Of Learning Disabilities; V3 N4 P220-7 Apr 1970

Descriptors: exceptional child research; learning disabilities; summer programs; diagnostic teaching; program descriptions; reading comprehension; teaching methods; perceptual motor learning

Since the prevention and treatment of chronic failure has been a serious problem since the beginning of the American educational system, the intent of the study was to examine the academic achievement and changes in behavior related to a specified kind of curriculum during a six-week summer program. A unisensory perceptual training curriculum was selected in order to utilize the child's strongest perceptual area at the beginning of training, while weaker perceptual areas were avoided initially. Emphasis was on utilizing language cues as a compensatory behavior to strengthen perceptual deficits. The program was designed to alter the learning sets and to modify the behaviors of children with learning disability manifested in chronic failure. (Author)

ABSTRACT 21904

EC 02 1904 ED N.A.
Publ. Date Feb 70 6p.
Prouty, Robert W.; Prillaman, Douglas
Diagnostic Teaching: A Modest Proposal.
EDRS not available
Elementary School Journal; V70 N5 P265-70 Feb 1970

Descriptors: diagnostic teaching; teacher education; models

Operational steps in the use of the services of a diagnostic teacher are outlined, and support needed from the principal is described. Minimal criteria which must be met by the schools in order to have a diagnostic teacher program are set forth and include a classroom, an understanding principal and faculty, and awareness of the need for continuing evaluation and growth. Also discussed is the education of diagnostic teachers with focus on programs in Washington, D.C. (RJ)

ABSTRACT 21905

EC 02 1905 ED N.A.
Publ. Date 69 52p.
McGahan, F. E.; McGahan, Carolyn
Detecting Potentials for Learning; A Handbook of Insights and Observations.
EDRS not available
Learning Designs, P. O. Box 234, Manchester, Missouri 63011.

Descriptors: exceptional child education; screening tests; identification; identification tests; learning readiness; testing; test interpretation; curriculum design; remedial instruction; diagnostic teaching; Early Detection Inventory

Designed to assist those using the Early Detection Inventory (a screening device to determine school readiness), the

handbook discusses stress clues in Inventory administration, such as separation stress, initial task stress, school readiness stresses, age level expectancies for making a picture of a person and for reproduction of geometric figures, gross motor stress, and fine motor stress. Other aspects of using the Inventory are treated: conducting the teacher-parent conference, obtaining the family-social and medical history, and preparing the evaluative summary of the inventory. An example of a child's responses to the Inventory and the examiner's evaluative summary are provided. Curriculum designs to cope with detected stresses and areas of potential difficulty are suggested. Bibliographies list resources for parents and resources and materials for educators. (MS)

ABSTRACT 21968

EC 02 1968 ED 036 947
Publ. Date Sep 69 95p.
A Demonstration of Techniques in the Identification, Diagnosis, and Treatment of Children with Learning Disabilities. Final Report.
Skokie School District 68, Illinois
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-3-6-062244-2094
BR-6-2244

Descriptors: exceptional child education; learning disabilities; educational diagnosis; diagnostic teaching; academic achievement; identification; screening tests; program evaluation; cost effectiveness; incidence; underachievers

A Chicago suburban public school with approximately 450 children per grade level demonstrated a system-wide program for identification diagnosis, and educational treatment of children with learning disabilities in grades 2 through 6. Children were judged to underachieve when achievement measures in language or mathematics fell more than 10% below the expected level based on age, IQ, and grade placement. During the 3 year project, a screening program was developed and employed with 2,300 children. A novel remedial program was carried out for 156 children. Specialists in learning disabilities refined the screening diagnosis and developed teaching prescriptions for all students. Much of the teaching was carried out by teachers with minimal special training. The procedures developed may be especially useful to districts initiating a learning disabilities program or one which is handicapped by lack of specially trained teachers. The report contains program description, measures of student performance, tables on incidence and types of learning disabilities, and suggestions for implementing a program. (Author/RJ)

ABSTRACT 22045

EC 02 2045 ED N.A.
Publ. Date 69 447p.
Kaluger, George; Kolson, Clifford J.
Reading and Learning Disabilities.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning disabilities; reading difficulty; educational diagnosis; learning processes; remedial reading; remedial instruction; language skills; study skills

The detailed manual deals with diagnostic techniques and program suggestions for learning disabilities. Areas discussed are the reading and learning process, determinants of learning patterns, the nature of reading and learning disabilities, the learner and symptoms of disabilities, informal diagnosis of abilities, specific diagnosis of disabilities, and programing for teaching reading. Other topics considered are remediation of reading skills and tactile, aural-verbal, and visual skills, remediation of perceptual motor and cognitive abilities, severe learning disorders, understanding phonics, the visual approach to word recognition skills, comprehension and content areas, vocabulary building, and study skills and interest. (JM)

ABSTRACT 22192

EC 02 2192 ED 037 844
Publ. Date 69 244p.
The Area Learning Center: Grand Rapids, Michigan. Final Report.
Kent Intermediate School District, Grand Rapids, Michigan
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-3-6-001343-1476
BR-1343

Descriptors: exceptional child education; learning disabilities; learning processes; educational methods; supplementary educational centers; educational diagnosis; interdisciplinary approach; diagnostic teaching; program evaluation; inservice teacher education; instructional materials; instructional materials centers; resource centers; Michigan; Area Learning Center (Michigan)

The final report of 3 years activity in the Area Learning Center of Kent Intermediate School District in Michigan presents its proposed design and objectives, operations, statistics on referrals, and an overall evaluation of its programs. Included are discussions of interdisciplinary approaches to educational diagnosis, prescriptive educational programs, materials and resources, inservice teacher educational programs, and supplementary services for children with learning disabilities. All facets of the Center are reported with sample questionnaires, charts, and graphs used extensively to illustrate each factor. (JM)

ABSTRACT 22199

EC 02 2199 ED 037 851
Publ. Date May 69 80p.
Wignall, Clifton M.
Evaluation: Program for Pupil Adjustment.
Institute For Pupil Study, Kansas City, Missouri;
Kansas City School District, Missouri
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child services; learning difficulties; behavior problems; intervention; student adjustment; social adjustment; clinical diagnosis; referral; interdisciplinary approach; remedial programs; remedial reading programs; diagnostic teaching; behavior change; psychoeducational clinics; ancillary services; program administration; medical evaluation; educational innovation; program evaluation; Elementary and Secondary Education Act Title III Project

Three interdisciplinary centers administered an adjustment program for students with learning and behavior problems. Children referred were given development, visual perceptual, and diagnostic reading tests; were evaluated by medical and other specialists; and were placed in a diagnostic classroom for 2 weeks. Those judged to have gross educational deficits were placed in a 9-week program for general remediation or in 4 weekly class periods for reading. Other methods of intervention were also utilized. Over a 12-month period, 318 students received service from referral to treatment and evaluation; a success rate of 83% for treatable pupils resulted, with the greatest success where the means of intervention offered greatest control. Principals indicated favorable opinions. (JD)

ABSTRACT 22216

EC 02 2216 ED 037 868
Publ. Date (68) 158p.
Gloeckler, Theodore L. B. And Others
Project Evaluation: The Educational Diagnostic and Planning Center.
Educational Diagnostic And Planning Center, Cheyenne, Wyoming;
Rocky Mountain Behavioral Science Institute, Inc., Ft. Collins, Colorado
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-4-7-672789-3038
BR-672789

Descriptors: exceptional child services; behavior problems; learning difficulties; identification; intervention; ancillary services; clinical diagnosis; individualized instruction; special classes; inservice teacher education; teacher developed materials; teaching methods; community coordination; changing attitudes; material development; handicapped children; psychoeducational clinics; case studies (education); special programs; Elementary and Secondary Education Act Title III Project

Project goals of the Educational Diagnostic and Planning Center were to diagnose academic and behavioral difficulties in their early stages; to design, implement, and improve individualized

programs for students with such difficulties; and to establish small halfway classes as a means of gradual reentry to the regular classroom. Further goals called for inservice training, teacher developed methods and materials, coordination of community resources, and changes in attitudes toward success and education and citizenship for all. Activities relevant to each goal are stated; procedures to be used in evaluation are described. Over three-fourths of the document consists of appendixes relating to each of the goals. Technical reports on the goals are cited. (JD)

ABSTRACT 22451

EC 02 2451 ED N.A.
Publ. Date 66 377p.
Otto, Wayne; McMenemy, Richard A.
Corrective and Remedial Teaching: Principles and Practices.
EDRS not available
Houghton Mifflin Company, 110 Fremont Street, Boston, Massachusetts 02108 ($6.95).

Descriptors: exceptional child education; underachievers; slow learners; educational methods; educational diagnosis; remedial instruction; remedial programs; diagnostic teaching; learning disabilities; reading instruction; arithmetic; spelling instruction; language instruction; handwriting instruction

Designed as a guide to aid teachers of underachieving children, the text presents techniques and materials found successful with underachievers, suggests a specific remedial approach for underachievers, and outlines an orientation to remedial teaching. Discussed are the correlates of learning disability, the fundamentals of diagnostic and remedial teaching, case study techniques, reading diagnosis, word attack skills in reading, and vocabulary, comprehension, study skills, and reading rate. Additional areas of concern are the diagnosis and remediation of spelling problems, arithmetic difficulties, handwriting problems, and written and oral expression disabilities; plus the training and practice of the remedial teacher. (JM)

ABSTRACT 22499

EC 02 2499 ED N.A.
Publ. Date May 70 4p.
Anderson, B. Betty
Classroom Diagnosis of Reading Readiness Factors.
EDRS not available
Journal Of Learning Disabilities; V3 N5 P260-3 May 1970

Descriptors: educational research; educational diagnosis; reading readiness; check lists; student evaluation; evaluation methods

The article describes the results of a research study on the validation of a teacher checklist for diagnosis of reading readiness. The purpose of the study was to provide classroom teachers with a diagnostic tool for evaluating specific strengths and weaknesses in visual perception and auding. Such diagnostic information serves to assist teachers in planning a readiness program based on specific needs. (Author)

ABSTRACT 22750

EC 02 2750 ED 039 692
Publ. Date 70 41p.
Del Tufo, Anthony F.
The Role of the Learning Disability Teacher-Consultant.
EDRS not available
Director, Learning Disability Center, 87 West Oakwood Avenue, Livingston, New Jersey 07039 ($2.00).

Descriptors: exceptional child education; learning disabilities; teacher role; educational diagnosis; interdisciplinary approach; consultants; teacher qualifications; instructional materials; evaluation methods

The booklet discusses the history of learning disabilities (LD), the role of the LD teacher consultant as educational diagnostician, as a member of the interdisciplinary team, and in the school system, and guidelines for qualifications of LD teacher consultants. Also included are lists of educational tests, remedial materials, a glossary of terms, a bibliography, a table of diagnosis and remediation of functions, and a case study data form. (JM)

ABSTRACT 23079

EC 02 3079 ED N.A.
Publ. Date Jul 70 7p.
Saudargas, Richard A.; Thompson, Faith
Prescriptive Teaching in Language Arts Remediation for Black Rural Elementary School Children.
EDRS not available
Journal Of Learning Disabilities; V3 N7 P364-70 Jul 1970

Descriptors: exceptional child research; Negro students; diagnostic teaching; language arts; elementary school students; psycholinguistics

Thirteen rural black elementary children participating within a school program which already included individualized language arts instruction were given intensive additional remedial exercises within the regular classroom. A comparable group of five children served as controls. Children in the treatment group received psycholinguistic remediation based upon Illinois Test of Psycholinguistic Abilities (ITPA) scores, linguistic patterning exercises and sound blending training. Visual strengths were used to help bolster auditory weaknesses and student motivation was increased through the application of techniques of behavioral reinforcement. Total Psycholinguistic Age (ITPA) was significantly higher for the experimental group following the three months treatment program. (Author)

ABSTRACT 23080

EC 02 3080 ED N.A.
Publ. Date Jul 70 6p.
McClurg, William H.
Dyslexia: Early Identification and Treatment in the Schools.
EDRS not available
Journal Of Learning Disabilities; V3 N7 P372-7 Jul 1970

Descriptors: exceptional child education; dyslexia; diagnostic teaching; identification; remedial programs; learning disabilities; reading difficulty

With the abundance of information and materials now available, it is noted that elementary schools can ill afford to be without programs designed for the early identification and treatment of dyslexia and related reading problems. Although such programs require interdisciplinary teamwork, a major role is cited to be the alert teacher who spots the symptoms and can help create and initiate treatment procedures. The paper discusses behavioral symptoms, diagnostic tests, and programs for prevention and remediation of dyslexia. Careful consideration of these aspects of the problem will help classroom teachers in working with dyslexic children. (Author)

ABSTRACT 23461

EC 02 3461 ED 041 423
Publ. Date 70 136p.
Smith, Carl B. And Others
Treating Reading Difficulties.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C.
EDRS mf
Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 ($1.50).

Descriptors: exceptional child education; reading difficulty; educational diagnosis; remedial instruction; administrator role; principals; teacher role; reading consultants; reading programs; educational methods

Introduced by a look at the general problem of reading difficulties, the text discusses the roles of the principal, teacher, specialist, and administrator in treating the problem. The principal's responsibility, identification, home and family influence, environmental improvement, evaluating reading skills, leadership, and case studies of successful programs are described. Also examined are primary learning difficulties and current approaches to the problem, establishing a clinic program, University Reading Clinics, and a sample book list for a reading clinic. Classroom techniques are suggested for diagnosing reading problems, correction in groups and individually, and correction of specific problems found by diagnosis. The role of the specialist is also established for the diagnosis and treatment of reading problems. Methods of handling reading disability within a school are presented, and procedures are illustrated for establishing a program and correcting specific reading skills. (JM)

ABSTRACT 23559

EC 02 3559 ED 042 292
Publ. Date (69) 17p.
Rosner, Jerome
Application of the IPI Model to a Perceptual Development Curriculum.

Pittsburgh University, Pennsylvania, Learning Research And Development Center
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; curriculum; perceptual motor coordination; perceptual development; psychomotor skills; individualized instruction

The Individually Prescribed Instruction (IPI) Model developed by Bolvin and Glaser (1968) is applied to a perceptual development curriculum for children manifesting learning disabilities. The Model utilizes criterion referenced tests for behavioral objectives in four areas: general motor, visual motor, auditory motor, and integrative. Eight units for general motor skills are appended in chart form. (JD)

AUTHOR INDEX

Anderson, B Betty 22499.
Anderson, Robert P 21362.
Arena, John I, Ed 20721.
Ashlock, Patrick 10176.
Bangs, Tina E 10678.
Barsch, Ray H 10480.
Bateman, Barbara 20529.
Boder, Elena 11002.
Bond, Guy L 20249.
Cameron, Elmer C 10120.
Cohen, Rosalyn S 20122.
Cruickshank, William M 10240.
Dechant, Emerald 11984.
Del Tufo, Anthony F 22750.
Delacato, Carl H 10393.
Doob, Dorothy 12013.
Eastburn, Marian 20356.
Ensminger, E Eugene 21552.
Frostig, Marianne 11156, 11482.
Gloeckler, Theodore L B And Others 22216.
Gold, Lawrence 11979.
Grossman, Herbert 11953.
Hellmuth, Jerome, Ed 11047.
Hewett, Frank M 10623.
Hodges, Walter L And Others 11594.
Joanne Marie, Sister 10690.
Jones, Joyce 20694.
Kaluger, George 22045.
Lambert, Nadine 10062.
Lazar, Alfred L 20735.
Long, Nicholas J, Ed, And Others 10861.
Mallison, Ruth 10923.
McClurg, William H 23080.
McGahan, F E 21905.
McLeod, Pierce H 21750.
McWilliams, Betty Jane 10315.
Mecham, Merlin J 10412.
Minskoff, Joseph G 10134.
Nash, Ralph J 10751.
Otto, Wayne 22451.
Peter, Lawrence J 20707.
Postlethwait, S N 11715.
Prouty, Robert W 21904.
Quay, Herbert C And Others 11202.
Rappaport, Sheldon R 11199.
Rosenberg, Marshall B 20764.
Rosner, Jerome 23559.
Roswell, Florence 11870.
Ruvin, Harold 10396.
Sabatino, David A 21815.
Saudargas, Richard A 23079.
Scagliotta, Edward G 21208.
Smith, Carl B And Others 20831, 23461.
Smith, Robert M, Ed 20429.
Strang, Ruth 20240.
Valett, Robert E 20165.
Wignall, Clifton M 22199.
Wilson, Robert M 20407.
Wiseman, Douglas E 20702.
Young, Milton A 10266.

SUBJECT INDEX

Academic Achievement 10176, 21208, 21968.
Achievement 10062, 10623, 11594.
Adjustment (To Environment) 11594, 20249.
Administration 22199.
Administrative Policy 11199, 20165.
Administrator Role 20407, 23461.
Adolescents 10393.
Aggression 11202.
Ancillary Services 20165, 22199, 22216.
Attention Span 10623, 20764.
Audiovisual Aids 11715.
Audiovisual Instruction 10240.
Auditory Perception 10751, 11156, 11482, 20764.
Auditory Training 10412, 21750.
Aurally Handicapped 10678, 11715.
Behavior 10240, 10412, 10623, 10923, 11002, 11202, 11953.
Behavior Change 10176, 10623, 10923, 11047, 11199, 11202, 11953, 22199.
Behavior Modification 11047.
Behavior Patterns 20122, 21208.
Behavior Problems 10062, 10861, 11199, 11202, 20122, 22199, 22216.
Behavior Theories 11953.
Bender Visual Motor Gestalt Test 10062.
Biology 11715.
Case Studies (Education) 10062, 11870, 11953, 20240, 20249, 22216.
Cerebral Palsy 10412.
Changing Attitudes 22216.
Check Lists 10120, 22499.
Child Development 10678, 11047, 11199, 20429, 20707.
Childrens Day Treatment Center And School 20122.
Class Activities 20122.
Class Management 10861, 20429.
Classification 10480.
Classroom Environment 10266, 10623, 11199, 20165.
Classroom Observation Techniques 20240.
Clinical Diagnosis 10062, 10240, 10315, 10393, 10480, 10678, 10751, 10861, 11002, 11047, 11156, 11979, 11984, 12013, 20165, 20356, 20407, 22199, 22216.
Cognitive Processes 10134, 10690, 11156, 11594.
College Students 11715.
Communication (Thought Transfer) 10393, 10412.
Community Cooperation 22216.
Concept Formation 20764, 21208.
Conceptual Schemes 20735.
Consultants 22750.
Cost Effectiveness 21968.
Culturally Disadvantaged 11594.
Curriculum 10412, 10623, 10678, 11594, 11715, 23559.
Curriculum Design 21905.
Curriculum Development 11594, 20735.
Curriculum Evaluation 11594.
Curriculum Guides 10120, 10678.
Demonstration Centers 10774.
Demonstration Projects 10062, 10774, 12013.
Diagnostic Teaching 10266, 10396, 10480, 11199, 11953, 20165, 20240, 20356, 20429, 20707, 20721, 20764, 21815, 21904-21905, 21968, 22192, 22199, 22451, 23079-23080.
Diagnostic Tests 10176, 10393, 10690, 20240, 20249, 20356, 21208, 21552, 21905.
Disadvantaged Youth 11594.
Discipline 10861.
Draw-a-Person Test 10062.
Dyslexia 10393, 10480, 11002, 11047, 11870, 11979, 20240, 20249, 20407, 20694, 20721, 20831, 23080.
Early Childhood Education 10412, 11594, 11939.
Educable Mentally Handicapped 11594.
Educational Diagnosis 10062, 10176, 10240, 10315, 10623, 10690, 10774, 10923, 11002, 11594, 11870, 11953, 20407, 20429, 20529, 20702, 20707, 20735, 20831, 21208, 21552, 21750, 21968, 22045, 22192, 22451, 22499, 22750, 23461.
Educational Facilities 11979, 22192.
Educational Methods 10623, 20707, 20735, 22192, 22451, 23461.
Educational Needs 10062, 10176, 10240, 10266, 10396, 10774, 10861, 11202, 20764, 21750.
Educational Objectives 10623, 20735.
Educational Planning 10266, 11002, 20529.
Educational Programs 10480, 10861, 11199, 21362.
Educational Therapy 10176, 10412, 10923, 11047, 20122, 21362.
Educational Trends 10396.
Effective Teaching 20764.
Elementary And Secondary Education Act Title III 10774, 22199, 22216.
Elementary School Students 11953, 23079.
Emotionally Disturbed 10062, 10134, 10623, 10861, 11047, 11202, 11953, 20122, 20707.
Environmental Influences 10240.
Equipment 11199.
Etiology 10240, 11870, 20249.
Evaluation Criteria 11002, 20735.
Evaluation Methods 10266, 20165, 20240, 20356, 20529, 20702, 21208, 22499, 22750.
Exceptional Child Education 10120, 10176, 10240, 10266, 10315, 10393,

10396, 10412, 10480, 10623, 10678, 10690, 10751, 10861, 10923, 11047, 11156, 11199, 11202, 11482, 11715, 11870, 11939, 11953, 11979, 11984, 20122, 20165, 20240, 20249, 20356, 20407, 20429, 20529, 20702, 20707, 20721, 20735, 20764, 20831, 21208, 21552, 21750, 21905, 21968, 22045, 22192, 22451, 22750, 23080, 23461, 23559.
Exceptional Child Research 10062, 10134, 10774, 11594, 12013, 20694, 21815, 23079.
Exceptional Child Services 11002, 22199, 22216.
Eye Hand Coordination 10751.
Family (Sociological Unit) 10315, 10923, 11047.
Frostig Developmental Test Of Visual Perception 11156, 11482.
Games 20721.
Group Therapy 10062.
Grouping (Instructional Purposes) 10678.
Handicapped Children 10774, 20356, 20707, 22216.
Handwriting 10751, 20721, 22451.
Home Instruction 10923.
Human Posture 11047.
Hyperactivity 11002.
Identification 10062, 10396, 10774, 10861, 11002, 11156, 11870, 11979, 11984, 20165, 20356, 20407, 20429, 21750, 21905, 21968, 22216, 23080.
Illinois Test Of Psycholinguistic Abilities 10396, 10690, 11156, 11482.
Incidence 21968.
Individual Characteristics 10240, 10266, 10396, 11202, 11979, 20407, 20764.
Individual Differences 10266, 20249, 20764.
Individualized Instruction 10120, 10751, 10923, 11715, 11939, 11979, 11984, 20249, 20694, 20707, 20831, 22216.
Informal Reading Inventory 20429.
Initial Learning Assessment 21208.
Initial Teaching Alphabet 20721.
Innovation 22199.
Inservice Education 10774.
Inservice Teacher Education 20831, 21750, 22192, 22216.
Institutionalized (Persons) 11953.
Instructional Materials 10176, 10240, 10923, 11199, 11870, 11984, 20165, 20407, 20831, 21552, 22192, 22750.
Instructional Materials Centers 22192.
Instructional Media 20735.
Intellectual Development 11594.
Intelligence 10176, 10678, 11156, 20429.
Intelligence Tests 11482.
Interdisciplinary Approach 10774, 11953, 11979, 20707, 22192, 22199, 22750.
Interests 20240.
Interpersonal Relationship 10923.
Intervention 22199, 22216.
Interviews 20240.
Kindergarten Children 11594.
Kinesthetic Perception 10751, 20721.
Language Ability 10134, 11979, 20429, 22045.
Language Arts 23079.
Language Development 10240, 10412, 10678, 10690, 11156, 11594, 11939, 21362, 21552.
Language Handicapped 10176, 10315, 10678, 12013.
Language Handicaps 10134, 10393, 20702.
Language Instruction 10412, 22451.
Language Tests 10690, 20702.
Lateral Dominance 10393.
Learning 10623, 10678, 21552.
Learning Activities 10240, 10266.
Learning Characteristics 10134, 10623, 11047, 20764.
Learning Difficulties 10266, 10412, 10861, 20356, 20429, 21208, 22199, 22216.
Learning Disabilities 10062, 10134, 10176, 10240, 10393, 10396, 10412, 10480, 10678, 10690, 10751, 10923, 11002, 11047, 11156, 11199, 11482, 11870, 11979, 11984, 20165, 20240, 20249, 20407, 20529, 20694, 20707, 20721, 20831, 21362, 21552, 21750, 21815, 21968, 22045, 22192, 22451, 22750, 23080, 23559.
Learning Processes 20764, 22045, 22192.
Learning Theories 10393, 10480, 20707.
Material Development 21552, 22216.
Mathematics 10751, 20429, 22451.
Medical Case Histories 10062, 10315.
Medical Evaluation 10062, 11002, 22199.
Medical Services 10774.
Medical Treatment 10240, 11047.
Memory 20702.
Mentally Handicapped 10120, 10134, 11594, 20702, 20735.
Michigan 22192.
Minimally Brain Injured 10240, 10393, 10396, 10412, 10751, 11002.
Models 20735, 21552, 21904.
Motivation 11939.
Motor Development 10751, 11594, 21552.
Multiply Handicapped 10134, 12013.
Negro Youth 23079.
Neurological Defects 10062, 10393.
Neurologically Handicapped 10062, 10393, 10396, 10412, 10923, 11002, 11047.
Neurology 10393, 11047, 21362.
New York 20122.
Nonprofessional Personnel 20694.
Observation 20356.
Operant Conditioning 11939.
Oral Reading 20240.
Parent Attitudes 11199.
Parent Counseling 11199.
Parent Role 10240, 10678, 10923, 20407.
Parent Teacher Conferences 20721.
Parents 20122.
Pathology 10062.
Perception 10315, 11047, 11156.
Perception Tests 11482, 21208.
Perceptual Development 10176, 10480, 21552, 23559.
Perceptual Motor Coordination 10176, 11002, 11047, 11156, 20165, 20429, 21208, 21750, 23559.
Perceptual Motor Learning 21750, 21815.
Perceptually Handicapped 10176, 10412, 11156.
Personality Assessment 10176.
Personality Problems 21362.
Personnel 20356, 20831.
Phonics 20721.
Physical Fitness 20249.
Physically Handicapped 10176, 10412.
Play Therapy 10923.
Preschool Children 10923, 11594, 11939.
Preschool Evaluation 10678.
Prevention 11984.
Primary Grades 20122.
Professional Education 12013.
Professional Personnel 11202, 20407.
Program Descriptions 21362, 21815.
Program Development 10923.
Program Evaluation 10176, 10240, 10623, 10774, 11979, 12013, 21968, 22192, 22199.
Program Planning 10062, 10266, 11199, 11979, 11984, 20122, 20165.
Programed Instruction 11715.
Psychiatrists 20122.
Psychoeducational Clinics 10774, 11002, 11047, 20122, 22199, 22216.
Psychoeducational Processes 10480, 11953, 20165, 20529.
Psycholinguistics 10134, 10690, 11482, 20702, 23079.
Psychological Characteristics 10412, 11002, 11594.
Psychological Evaluation 10062, 10266, 10412, 11002, 20165.
Psychological Tests 10062, 10315.
Psychologists 20122.
Psychology 11953, 21362.
Psychomotor Skills 20764, 23559.
Psychotherapy 10240, 10774, 10861, 11002, 11199, 11870, 21362.
Public Schools 11202.
Questionnaires 10774.
Readiness (Mental) 11199, 21905.
Reading 10690, 10751, 11870, 11984, 20240, 20249, 20407, 20429, 20831.
Reading Ability 20694.
Reading Clinics 11979.
Reading Comprehension 11870, 20249, 20407, 21815.
Reading Diagnosis 10690, 20240, 20249.
Reading Difficulty 10690, 11979, 11984, 20249, 20831, 22045, 23080, 23461.
Reading Instruction 10393, 11870, 11984, 20240, 20249, 20694, 22451.
Reading Materials 11870, 20240.
Reading Readiness 22499.
Reading Skills 10393, 11870, 20240.
Reading Speed 20249.
Reading Tests 20240, 20249, 20831.
Receptive Language 20702.
Records (Forms) 20165, 21750.
Referral 22199.
Reinforcement 11202, 11939, 20165.
Remedial Instruction 10176, 10266, 10480, 10861, 11202, 20249, 20721, 21905, 22045, 22451, 23461.
Remedial Programs 10134, 10861, 11156, 11979, 11984, 20694, 22199, 22451, 23080, 23461.
Remedial Reading 10134, 11870, 11979, 11984, 20240, 20407, 20831, 21750, 22045, 22199, 23461.
Remedial Teachers 20831, 23461.
Research Projects 10861, 22499.
Retarded Speech Development 10315, 10678.
Santa Monica Project 10623.
School Community Relationship 11199.
School Role 10266.
Sciences 10751, 11715.
Screening Tests 21905, 21968.

Secondary School Students 11953.
Self Concept 11047, 21362.
Sensory Integration 11199, 20165.
Sensory Training 10176, 20721.
Services 10774, 11047.
Skill Development 10176, 10266, 11202.
Slow Learners 11594, 22451.
Social Adjustment 22199.
Social Development 11594.
Social Studies 10751.
Social Workers 20122.
Socially Deviant Behavior 11202.
Socially Maladjusted 11202.
Sociometric Techniques 20429.
Space Orientation 10240.
Special Classes 10062, 10120, 10480, 10751, 10774, 11202, 22216.
Speech Evaluation 10412, 20429.
Speech Handicapped 10393, 12013.
Speech Handicaps 10134, 10412.
Speech Improvement 10393.
Speech Therapy 10134, 10412, 12013.
Spelling 20429, 20721, 22451.
Student Adjustment 22199.
Student Evaluation 11482, 11953, 20429, 20702, 20831, 21750, 22499.
Student Teacher Relationship 11953, 20764.
Study Habits 22045.
Summer Programs 12013, 21815.
Task Analysis 20735.
Teacher Attitudes 20764.
Teacher Developed Materials 22216.
Teacher Education 21904.
Teacher Qualifications 20122, 20356, 22750.
Teacher Role 10751, 11199, 20240, 20356, 20407, 20735, 22750, 23461.
Teachers 20122.
Teaching Guides 10266.
Teaching Methods 10176, 10240, 10266, 10315, 10412, 10480, 10623, 10678, 10690, 10751, 10861, 11047, 11156, 11199, 11202, 11715, 11870, 11939, 11953, 11979, 11984, 20165, 20240, 20249, 20356, 20407, 20429, 20707, 20721, 20735, 20764, 20831, 21750, 21815, 22216.
Team Teaching 11047.
Test Interpretation 21905.
Testing 10690, 11156, 11482, 11984, 20356, 20407, 20694, 20831, 21905.
Therapeutic Environment 20707.
Trainable Mentally Handicapped 10120.
Tutoring 11979, 20831.
Underachievers 11870, 21968, 22451.
Verbal Ability 20702.
Verbal Communication 11939.
Vision 11047.
Visual Perception 10751, 11156, 11482, 20721, 20764.
Visualization 10751.
Vocabulary 20407.
Vocabulary Development 11870.
Wechsler Intelligence Scale For Children 10062, 11156, 11482.
Wepman Test Of Auditory Discrimination 11482.